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ABSTRACT

This paper describes how the Albuquerque Technical-Vocational Institute's Trades and Services Occupations Department developed and integrated into the curriculum a course on employment skills to help their graduates to secure and retain employment. The project included building consensus among the staff and department heads that the course was needed, developing a curriculum, and assigning teachers from many curriculum areas. This report includes the following course materials: a course outline, a job portfolio, a list of job skills, an ethics quiz, a list of employer expectations, and a list of interviewing questions. (KC)

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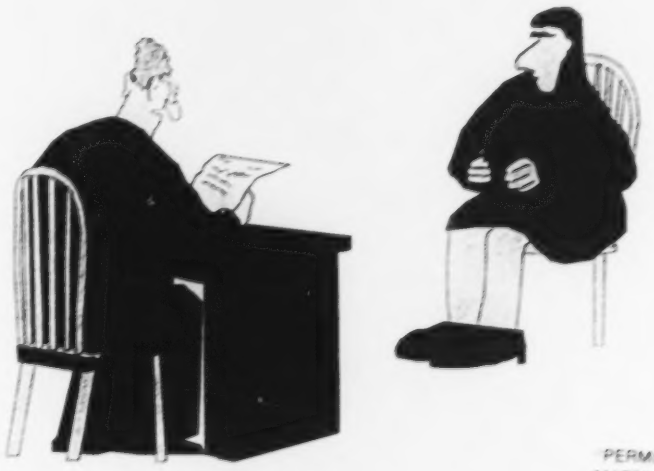
A Critical Link In School-To-Work: Teaching Employment Skills



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VICA I77--
Employment Skills

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VICA 177--Employment Skills

Why?

Key individuals from the business community that employ our graduates brought it to our attention that graduates resumes all look the same and that interviewing skills were lacking.

ANOTHER WAY TO TELL WHEN YOU'RE DEALING WITH AN INTERVIEWER WHO MAY JUST BE HUMORING YOU
VERY IMPRESSIVE; BUT I'D STILL LIKE TO SEE A RESUME

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Rationale:

Students graduating from the Albuquerque Technical-Vocational Institute's Trades and Service Occupations Department shall be prepared to enter an occupation. Because sufficient student development is necessary in order to achieve this goal, an articulated comprehensive educational program that includes employability skills is necessary. This course helps our students develop the personal and professional skills necessary to get a job and also keep it, advance in it, and possibly transfer from it.

A consensus exists among educators, researchers, business representatives and political leaders that T-VI's Trades and Service Occupations Department will have a major role in the state's future economic strength and overall quality of life. During the next few years, there will be new jobs created in New Mexico. These jobs will call for persons who can read, write, compute, communicate, and have the personal management and teamwork skills to function in the workplace. In addition, the New Mexico State Department of Education has identified Employability Skills for lifelong learning which integrate academic and vocational education. These include: goal setting and personal motivation, proper attitudes towards work and work habits; listening and oral communication; problem solving; teamwork; adaptability/flexibility; interpersonal relations; comprehension/understanding; and writing.

How do we improve the ability of our graduates to:

- Locate Jobs ?
- Make Application ?
- Successfully Interview ?
- Maintain Their Employment ?

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First Attempt:

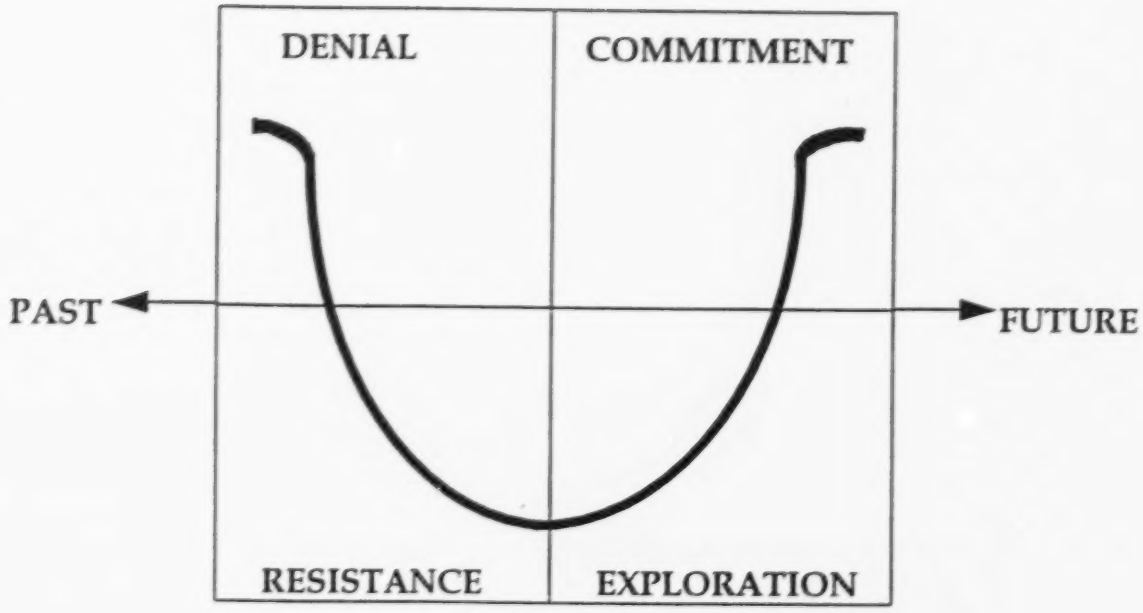
Institute a unit of instruction within each program to provide students with employment skills information as part of their regular technical work.

Our faculty was asked to teach students job seeking and job retention skills at the appropriate level of their technical program. While this effort did have a measure of success, the strategy did not totally solve the problem.

Second Attempt:

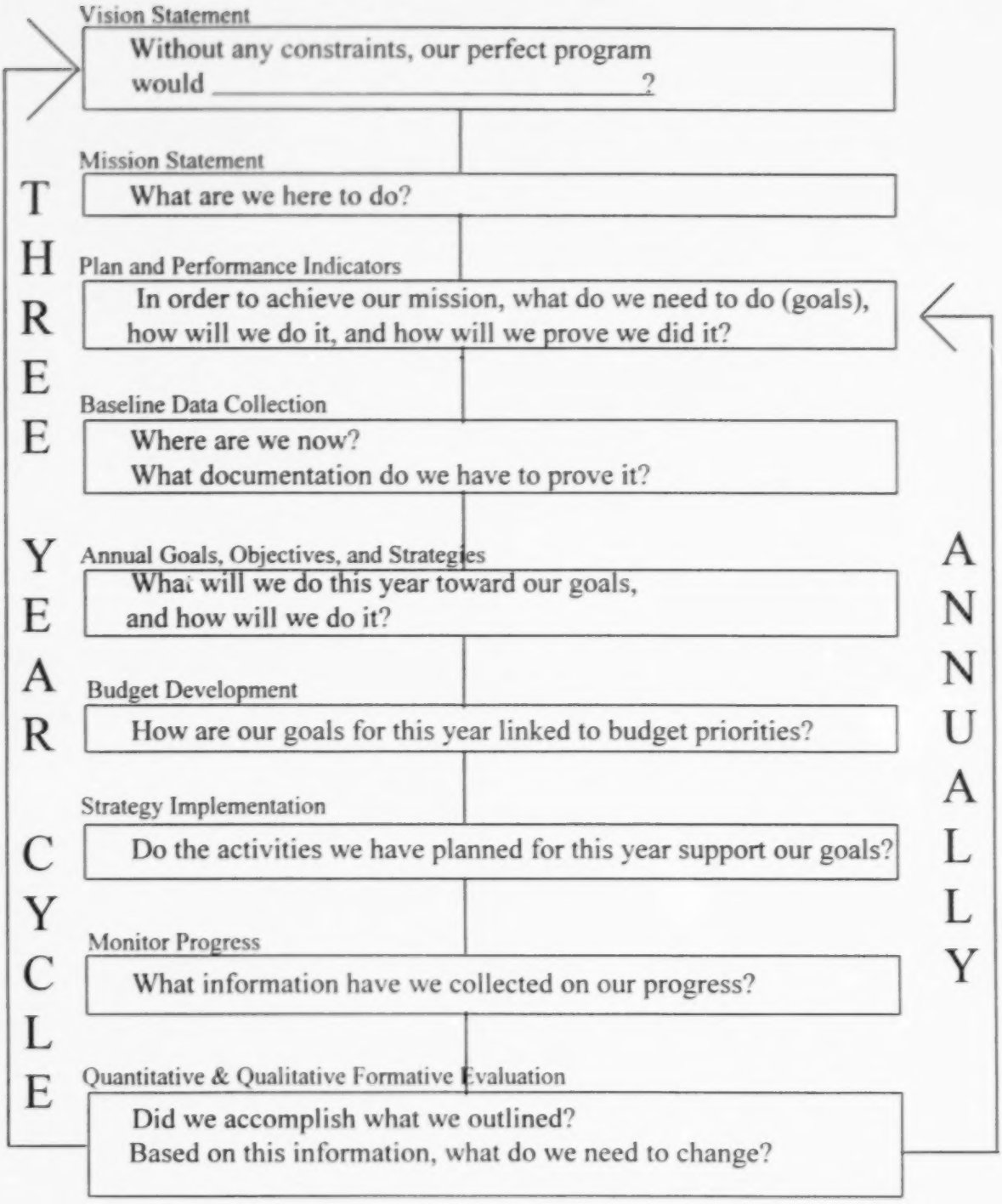
A one credit hour course dedicated to teaching job seeking and job retention skills.

The Personal Change Process



Denial	Resistance	Exploration	Commitment
Apathy	Anger	Energy	Teamwork
Numbness	Frustration	Confusion	Cooperation
	Self-Doubt	New ideas	Future focus
	Depression	Lack of focus	
		Fear	

PLANNING PROCESS


THREE YEAR CYCLE
ANNUALLY
Vision Statement
Without any constraints, our perfect program would _____?
Mission Statement
What are we here to do?
Plan and Performance Indicators
In order to achieve our mission, what do we need to do (goals), how will we do it, and how will we prove we did it?
Baseline Data Collection
Where are we now?
What documentation do we have to prove it?
Annual Goals, Objectives, and Strategies
What will we do this year toward our goals, and how will we do it?
Budget Development
How are our goals for this year linked to budget priorities?
Strategy Implementation
Do the activities we have planned for this year support our goals?
Monitor Progress
What information have we collected on our progress?
Quantitative & Qualitative Formative Evaluation
Did we accomplish what we outlined?
Based on this information, what do we need to change?

Strategic Plan:

Mission/Purpose

Using a team approach, develop and implement a course that will satisfy the needs of business and industry. Create a relationship between T-VI, the student, and industry in the development of a student's knowledge, skills and attitudes towards pre-employment professionalism as well as in the creation of student citizens as future employees and leaders.

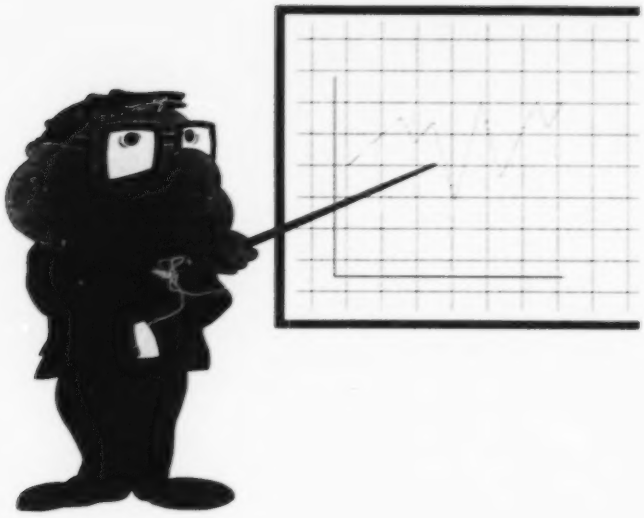
Values/Beliefs

Using resource people from business and industry, T-VI faculty and students, a team was formed to develop the course. As employers expectations change due to technology advances and the changing nature of the work environment, the make-up of the team changes. What remains constant is the T-VI Trades and Service Occupations Department commitment to the student's preparation for the workplace.

Resistance Dimensions

Because the course represents significant change resistance from faculty and students was anticipated. It was important to understand concerns and address the issues to ensure success of the change initiative (new course).

- The purpose of the course was made clear.
- The need for the course and rationale was discussed with those who did not agree that the course was needed. Knowing it is human nature for people to support what they help create, key opposition were provided with an opportunity to have input to the planning.
- Steps were taken to ensure good communication to reduce resistance and build support for change. The what, why, who, where, when, and how aspects of the project along with vision, symbols, policies, procedures, training, role model, etc. were communicated.



- The cost and the value of the change was analyzed and appropriate resources were committed.

- Adequate organizational support and commitment was made to the project. Example: Department administrators help teach the course.

- Appropriate time was committed to plan and implement the change (not too quick or too slow).

- Individuals that perceived yet another useless and ill planned change were provided with examples of other departments or schools that experienced success with a similar course.

- This change involved learning and learning involves mistakes. People were given the freedom to make mistakes while learning to reduce the fear of failure.

Goal

To develop a course using a team approach to build consensus and support in addition to ensuring that students demonstrate or learn quality job seeking and retention skills.

Strategies

- Identify a team of stake holders to develop the course and continuously improve it
- Bench mark with existing courses
- Conduct a curriculum search (Review of the literature)
- Develop course outline and syllabus
- Identify instructors
- Schedule classes
- Assess outcomes (Evaluate results)
- Improve Course/System

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Teaching Employment Skills

VICA 177--EMPLOYMENT SKILLS

Employers Want

People who read, speak, spell, and write.
People who do and do it right.

People who think and do well in math.
People who lead or follow the path.

People who work hard and come every day.
People who work when the supervisor is not looking their way.

People who listen and know how to share.
People who learn and know how to care.

People who bend and play with the team.
This type of worker is everyone's dream.

WHAT ARE EMPLOYABILITY SKILLS?

EMPLOYABILITY SKILLS are the basic skills needed to get and keep a job. EMPLOYABILITY SKILLS are needed in both entry-level (beginning) jobs and technical and profesional jobs (those that require training and education beyond high school). EMPLOYABILITY SKILLS are grouped into three categories: ACADEMIC, PERSONAL MANAGEMENT, AND TEAMWORK SKILLS.

ACADEMIC SKILLS

ACADEMIC SKILLS are those which provide the abilities necessary for a person to get, keep, and progress on a job and provide basic educational foundations such as communications, comprehension, critical thinking, quantitative, and technology skills.

ACADEMIC SKILLS

- Read and understand written materials
- Understand charts and graphs
- Understand basic mathematics
- Use mathematics to solve problems
- Use research and library skills
- Use specialized knowledge to get a job done

- Use tools and equipment
- Speak in the language in which business is conducted
- Write in the language in which business is conducted
- Use the scientific method to solve problems.

PERSONAL MANAGEMENT SKILLS

PERSONAL MANAGEMENT SKILLS are those attitudes, behaviors, and decision making processes related to responsibility and dependability, including setting goals and working to achieve them, developing and demonstrating values and ethics related to work, exercising self discipline and a sense of responsibility.

PERSONAL MANAGEMENT SKILLS

- Attend work daily and on time
- Meet work deadlines
- Develop career plans
- Know personal strengths and weaknesses
- Demonstrate self-control
- Pay attention to details
- Follow written instructions and directions
- Work without supervision
- Learn new skills
- Identify and suggest new ways to get the job done

TEAMWORK SKILLS

TEAMWORK SKILLS are those needed to work with others on a job and contribute to a group or organization's growth and development.

TEAMWORK SKILLS

- Actively participate in a group
- Know the group's rules and values
- Listen to other group members
- Be sensitive to the group member's ideas and views
- Be willing to compromise, if necessary to accomplish the goal
- Be a leader or follower to best accomplish the goal
- Work in changing settings with people of differing backgrounds

TRADES & SERVICE OCCUPATIONS
COURSE OUTLINE

Prepared by: VICA 177 Team
Date: December 1994

COURSE: VICA 177--Employment Skills/1 Credit Hour

MAJOR: All

LENGTH: 15 hours per term

TEXTBOOK REQUIRED: None.

OBJECTIVES:

The student will demonstrate the ability to locate job openings, make formal application, and effectively interview for a job. The student will demonstrate this knowledge by completing assignments to the instructor's satisfaction and scoring a minimum of 71 percent on the final exam.

The students will demonstrate the ability to perform the following tasks:

1. List and explain critical elements/attitudes required for successful long-term employment in their chosen occupation.
2. List job-relevant skills and personality characteristics related to employability in their chosen field.
3. List the individuals, elements, agencies, or other resources that make up your search network for announced and unannounced jobs in their chosen field.
4. List a minimum of three ways to find a job.
5. List three methods of applying for a job.
6. List and explain crucial steps in making application, preparing written documents and interviewing for a job.
7. Demonstrate the ability to complete three different model job application forms.
8. Explain telephone techniques used in the job search and application process.
9. Develop an employment portfolio which includes but is not limited to the following.
   a. letter of application/introduction
   b. brief resume
   c. detailed resume
   d. follow-up letter
10. List personal characteristics an employer looks for associated with the job application and interview process.
11. List ten do's and five don'ts associated with the job interview process.
12. List the key elements of job retention skills.
13. List those characteristics found in a good employer.

cont'd--OBJECTIVES:

14. Demonstrate the ability to effectively interview for a job.
15. Explain appropriate dress, communication skills, human relations, problem solving, time management, and self-image characteristics that are desirable when seeking and maintaining employment.
16. Explain why it is important to accept constructive criticism.
17. Register and complete all requirements at T-VI Student Job Placement Office to be officially signed up and eligible for services.
18. Complete all required documents associated with graduation including:
    a. completers survey
    b. graduation application
    c. graduation follow-up

COURSE OUTLINE:

1. Personal Characteristics/Self Assessment, 2 hours
    a. work ethics
    b. attitudes
    c. substance abuse
    d. drivers record
    e. communication skills
    f. attendance/dependability
    g. employer expectations
    h. goal setting
    i. career planning
    j. appropriate dress
    k. human relations
    l. problem solving
    m. time management
    n. self-image
    o. social relations
    p. personal development
    q. team work
    r. constructive criticism
    s. standards
    t. cooperation
    u. cultural and social norms

2. Job Search Network, 2 hours
    a. placement services
    b. advertisements
    c. employment security division
    d. small business assistance centers

cont'd--COURSE OUTLINE:

e. employer contacts
f. job information sources
g. finding job openings
h. non-traditional employment
i. networking

3. Job Descriptions/Job Announcements 1 hour
   a. job announcement (analyze)
   b. job description (analyze)

4. Job Application Procedures 2 hours
   a. methods of job application
   b. application letters
   c. telephone techniques
   e. application forms
   f. follow-up letter
   g. employment tests
   h. drug screening
   i. researching the company/job

5. Employment Portfolio 3 hours
   a. cover letters (model)
   b. letter of application/interest (model)
   c. brief resume/VITA
   d. detailed resume
   e. follow-up letter (model)
   f. research company/job form (model)
   g. follow-up form/information (model)

6. Job Interview Techniques 3 hours
   a. personal characteristics
   b. question and answer techniques
   c. appropriate dress
   d. communication skills
   e. time management
   f. attributes
   g. conduct
   h. follow-up
   i. interviewing techniques
   j. attitudes
   k. interview preparation
   l. video-taping
   m. professional image

cont'd--COURSE OUTLINE:

7. Job Retention Skills, 1 hour
   a. human relations
   b. attendance
   c. ethics
   d. problem solving
   e. time management
   f. team work
   g. self image

8. Final Testing and Paperwork 1 hour
   a. complete required forms
   b. final exam
   c. evaluate instructor and course

STANDARDS OF PROGRESS:

Equivalencies for this course will be considered on a case-by-case basis.

Equivalency requests must be accompanied with a complete portfolio and all required documentation as defined in the course objectives.

An average of 71 percent is required for prerequisites, tests, transfer credits, and all occupational classes.

Complete Assignments	50%
Final	50%

GRADING SCALE:

A = 91-100
B = 81-90
C = 71-80
D = 61-70
F = 0-60
I = Incomplete
W = Withdrew
AU = Audit

OTHER ACTIVITIES:

Field trips, guest speakers, lecture, class discussion, handouts, films, role-playing, and mock interviews.

Credit Equivalency for
VICA 177: Employment Skills, 1 cr

Name: _____ Date: _____

Major: _____ SS#: _____

Approval

Job Portfolio: _____

Employment Application
Letter of Introduction/Cover Letter
Resume
Follow-up Letter
School transcripts, employee letters, certificates, references, etc.

Register w/Student Job Placement _____

Job Interview _____

Completers Survey _____

Final _____

Equivalent courses:

BA 256: Job Search Skills, 2 cr
CM 276: Construction Careers Seminar, 1 cr
CJ 276: Public Safety Careers Seminar, 1 cr
EPT 276: Public Safety Careers Seminar, 1 cr
FS 276: Public Safety Careers Seminar, 1 cr
ENG 119, 3 cr *and* COMM 232, 3 cr
ENG 119, 3 cr *and* COMM 240, 3 cr

Final Grade: _____ Instructor's Signature: _____

Name _____
Major _____

VICA 177--Employment Skills

Instructor: Carol Bell/T-143
224-3769

Homework due: _____

What the Dickens Do Employers Want?

Employers value people who:

Get to work every day
Arrive on time
Get things done
Follow instructions from supervisor
Get along well with co-workers
Are honest
Work hard

I. **Job Skills** - <u>These are the technical skills you need for a specific job.</u>

List **4** of the **technical job skills** you think are the most important in your major.

1. _____
2. _____
3. _____
4. _____

II. **Adaptive Skills** - <u>These are often defined as personality or personal characteristics. They help a person to adapt to, or, get along in a new situation.</u>

Ambition	Highly motivated	Patience	Intelligence
Assertiveness	Creativity	Learns quickly	Leadership
Flexibility	Self-motivation	Maturity	Persistence
Dependability	Good sense of direction	Results oriented	Sincerity
Problem Solving	Completes assignments	Friendliness	Takes responsibility
Asks Questions	Pride in doing a good job	Physical strength	Enthusiasm

Willingness to learn new things

List **5 adaptive skills** you think are the most important to an employer.

1. _____
2. _____
3. _____
4. _____
5. _____

III. **Transferable Skills** - <u>These are skills you can use in many different jobs. You can transfer them from one job to a very different one.</u>

Key Skills
Instructing others
Managing money, budgets
Managing people
Meeting deadlines
Meeting the public
Negotiating
Organizing/managing projects
Public speaking
Written communication skills

Using My Hands/Dealing with Things
Assemble things
Build things
Construct/repair buildings
Drive, operate vehicles
Good with hands
Observe/inspect
Operating tools, machines
Repair things
Use complex equipment

Dealing with Data
Analyze data
Audit records
Budgeting
Calculate/compute
Check for accuracy
Classify things
Compare
Compile
Count
Detail-oriented
Evaluate
Investigate
Keep financial records
Locate answers, information
Manage money

Dealing with Data (con't)
Observe/inspect
Record facts
Research
Synthesize
Take inventory

Working with People
Administer
Care for
Confront others
Counsel people
Demonstrate
Diplomatic
Help others
Insight
Instruct
Interview people
Kind
Listen
Mentoring
Negotiate
Outgoing
Patient
Persuade
Pleasant
Sensitive
Sociable
Supervise
Tactful
Teaching
Tolerate
Tough
Trusting
Understanding

Using Words, Ideas
Articulate
Communicate verbally
Correspond with others

Using Words, Ideas (con't)
Create new ideas
Design
Edit
Ingenious
Inventive
Library research
Logical
Public speaking
Remembering information
Write clearly

Leadership
Arrange social function
Competitive
Decisive
Delegate
Direct others
Explain things to others
Influence others
Initiate new tasks
Make decisions
Manage or direct others
Mediate problems
Motivate people
Negotiate agreements
Planning
Results oriented
Risk taker
Run meetings
Self-confident
Self-motivated
Solve problems

Creative/Artistic
Artistic
Drawing, art
Expressive
Perform, act
Present artistic ideas
Dance, body movement

Select the top **four transferrable skills** you want to use in your next job and list them.

1. _____ 3. _____

2. _____ 4. _____

Name:_____
Major:_____

VICA 177 - Employment Skills

Instructor: Carol A. Bell/ T-143 224-3769

Workplace Ethics

Ethics - A principle of right or good conduct.
- The rules or standards governing the conduct of the members of a profession.
- Any set of moral principles or values.
- The moral quality of a course of action.

What are my responsibilities to my fellow employees and the company?

To: Comply with company policy, company mission/vision, company strategic planning goals and company personal policies.

What types of employment skills do you think you would need in each situation?

1. You take an extra 20 minutes on your lunch hour to buy a birthday gift for your mother. You are supposed to report extra time taken and have your pay docked, but nobody sees you return.

2. A friend asks you to cover for him while he sneaks off the job site to see his girlfriend in the hospital.

3. You see a co-worker smoking marijuana in their car in the company parking lot at lunch. Your company has a strict anti-drug policy, and workers have been asked to report incidents.

4. A woman at work shows you a few pens she has taken from the company supply closet. She makes the comment, "They can afford these--I can't."

5. You hear rumors that your best friend is going to be laid off.

6. Your officemate calls in sick and then comes to work bragging about her shopping spree.

7. A co-worker often leaves out a step or two in his packing procedure at work.

8. A man at work is a very hard worker and often stays late to help others. However, his hair and clothes are often dirty.

Name:_____
Major:_____

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Analyzing Job Descriptions/Job Announcements

- What is the title of the position?

or

- What is the type of position?

- What is the type of work?

- What are the qualifications for the job?

or

- What work experience is required?

- What is the work schedule?

- What is the salary?

- What are the benefits?

- Who is the prospective employer?

- How do you apply?

- If an Employment Agency is involved: Who pays the fee for finding the job?

Name:_____
Major:_____

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EMPLOYER EXPECTATIONS

Expectation #1 Do You Look Like the Right Person?

Appearance: First impressions do count!

- ❒**Personal appearance**
- ❒**Manner**
- ❒**Paper work**

Expectation #2 Can You Be Counted On?

Dependability

Adaptive Skills

- ❒**Can be trusted**
- ❒**Gets things done on time**
- ❒**Gets along well with others**
- ❒**Is productive**

Expectation #3 Can You Do the Job?

Skills, Experience, Training

Technical Skills

- ❒**Education and training**
- ❒**Experience**
- ❒**Interests and hobbies**
- ❒**Life experience**
- ❒**Achievements**
- ❒**Ability**

Name:_____
Major:_____

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Effective Interviewing Skills

1. Relax. Tell me about yourself. . .

2. Why do you want to work as a . . . . . ?

3. How did you learn about this job opening?

4. Tell me about your past experiences which would help make you qualified for this job.

5. Why do you want to work for this company?

6. What is your record of days absent from work or school.

7. Are you willing to go where the company sends you?

8. What would you like to be doing five years from now?

9. What are your strongest points?

10. What are your weakest points?

11. Why should I hire you?

12. Have you ever been fired?

13. Explain your ability to get along with supervisors and co-workers.

14. Explain your role as a group/team member.

15. You won't be managing people for a while, but if you were, how would your subordinates describe you?

16. When you decided to go to school what were the factors that led you to select T-VI?

17. What courses did you like the most?

18. What courses did you like the least?

19. Do you have any questions for me?

Name:_____
Major:_____

VICA 177 - Employment Skills

Instructor: Carol A. Bell/ T-143 224-3769

Effective Interviewing Skills

1. Relax. Tell me about yourself. . .

- ❒The Skills Employers Want
  - Learning to Learn
  - Basic Academic Skills
  - Listening and Oral Communications
  - Creative Thinking and Problem Solving
  - Self-Esteem and Goal Setting
  - Personal and Career Development
  - Interpersonal/Negotiation and Teamwork
  - Organizational Effectiveness and Leadership

2. Why do you want to work as a . . . . . ?

- Career Development Skills and Organizational Fit

3. How did you learn about this job opening?

- Networking Skills

4. Tell me about your past experiences which would help make you qualified for this job.

- Creative Thinking and Problem Solving Skills

5. Why do you want to work for this company?

- ❒Know Something About The Company

6. What is your record of days absent from work or school.

Employer Expectation #2

Can You Be Counted On?

7. Are you willing to go where the company sends you?

- Personal and Career Development Skills
- Listening Skills

8. What would you like to be doing five years from now?

- Self-Esteem and Goal Setting Skills

9. What are your strongest points?

- Oral Communication Skills
- Organizational Effectiveness and Leadership

10. What are your weakest points?

- Oral Communication Skills
- Problem Solving Skills

11. Why should I hire you?

Employer Expection #3

Can You Do the Job?

- Oral Communication Skills

12. Have you ever been fired?

Employer Expectation #2

Can You Be Counted On?

- Oral Communication Skills
- Creative Thinking and Problem Solving Skills

13. Explain your ability to get along with supervisors and co-workers.

- Interpersonal/Negotiation and Teamwork
- Creative Thinking and Problem Solving Skills

14. Explain your role as a group/team member.

- Interpersonal/Negotiation and Teamwork
- Oral Communication Skills

15. You won't be managing people for a while, but if you were, how would your subordinates describe you?

- The Skills Employers Want

16. When you decided to go to school what were the factors that led you to select T-VI?

- Oral Communication Skills
- Learning to Learn

17. What courses did you like the most?

Employer Expectation #3

Can You Do the Job?

18. What courses did you like the least?

Employer Expectation #3

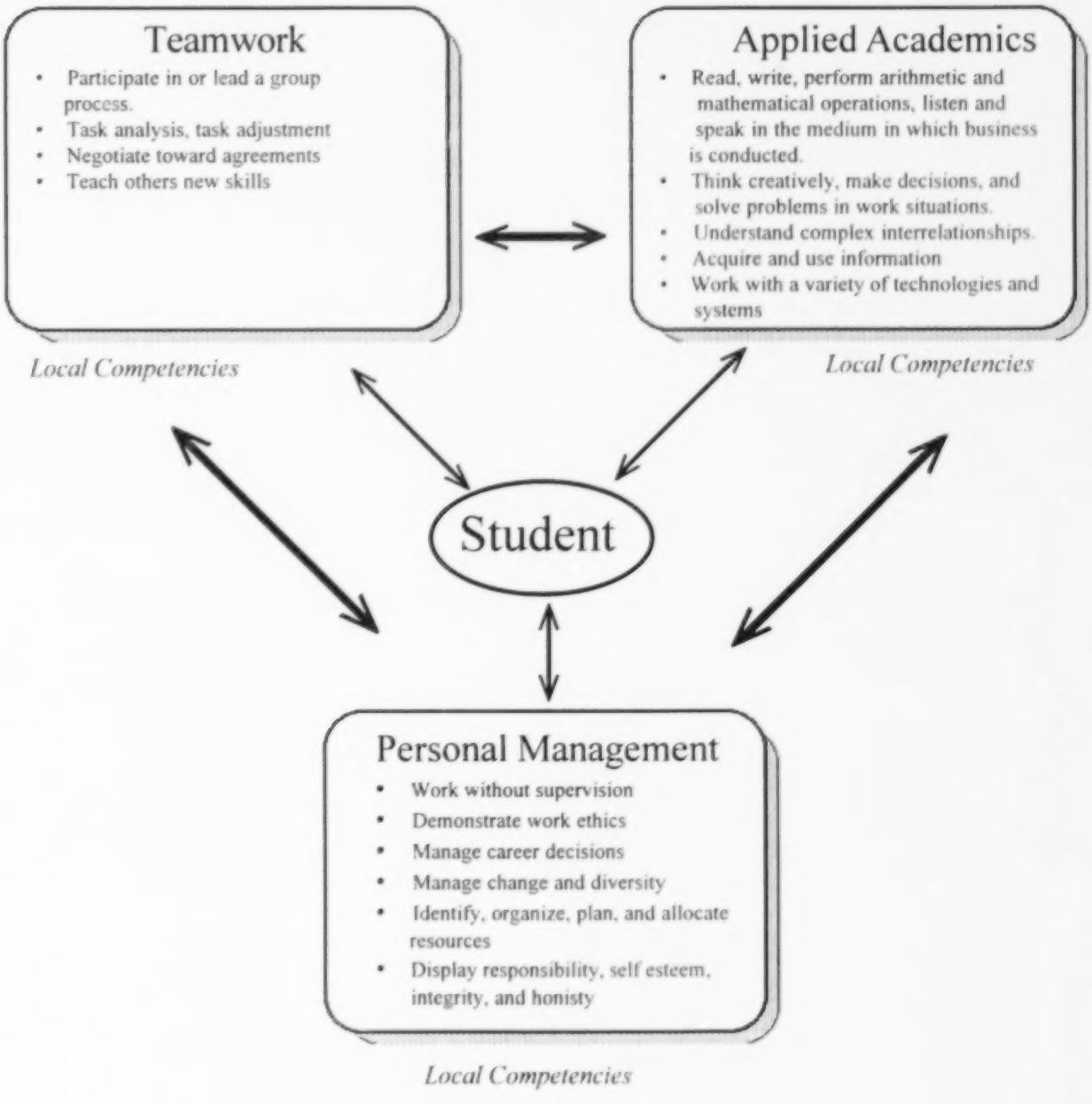
Can You Do the Job?

19. Do you have any questions for me?

Business and industry recognizes the necessity for all students to make successful transitions from school to work. Whether students choose to continue their education after school or enter the workforce, employability skills are necessary.

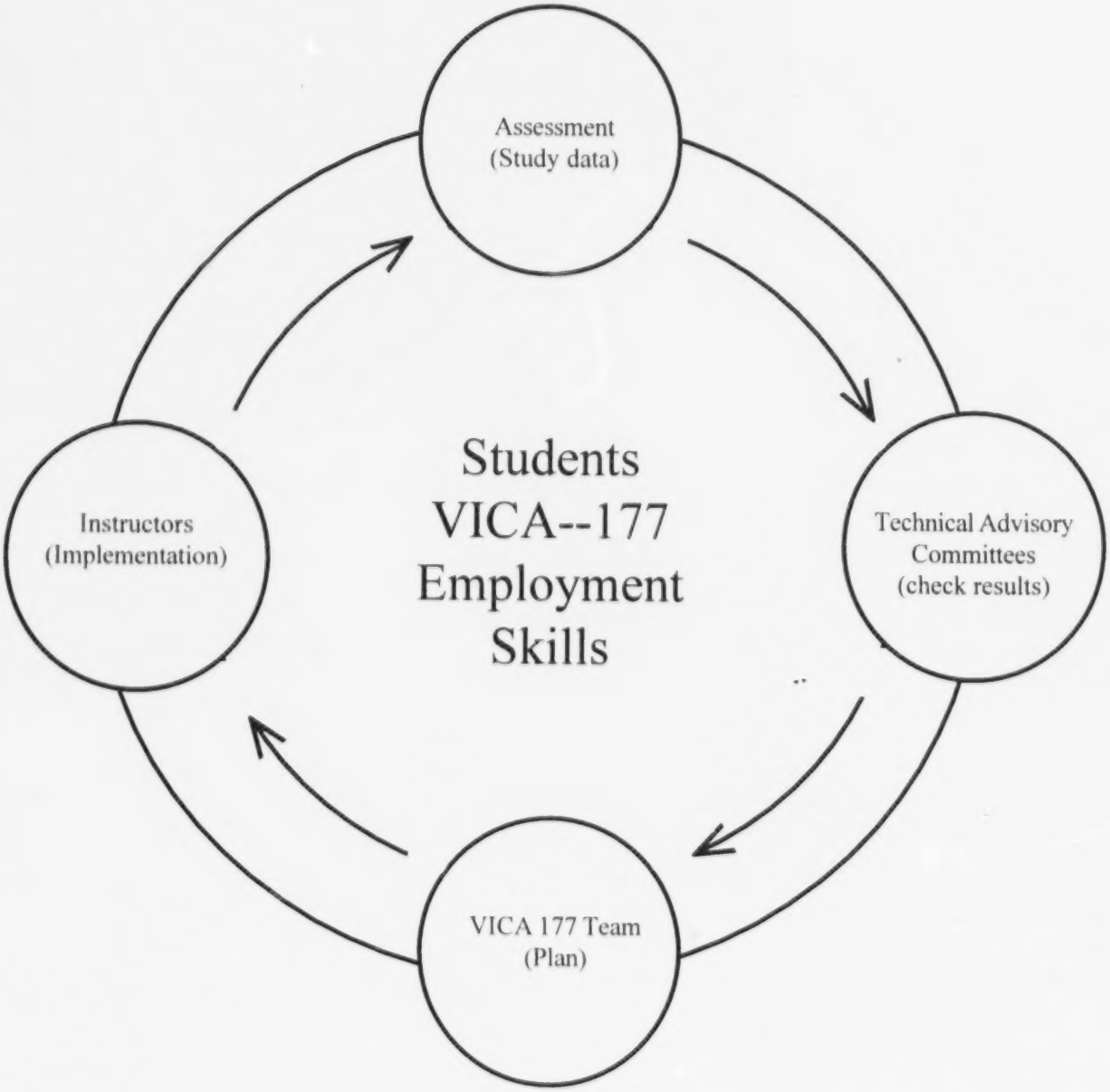
The New Mexico State Board of Education's Employability Model integrates these vital skills into the educational system at all levels and in all content areas.

Employability Competencies


Teamwork
• Participate in or lead a group process.
• Task analysis, task adjustment
• Negotiate toward agreements
• Teach others new skills
Applied Academics
• Read, write, perform arithmetic and mathematical operations, listen and speak in the medium in which business is conducted.
• Think creatively, make decisions, and solve problems in work situations.
• Understand complex interrelationships.
• Acquire and use information
• Work with a variety of technologies and systems
Local Competencies
Local Competencies
Student
Personal Management
• Work without supervision
• Demonstrate work ethics
• Manage career decisions
• Manage change and diversity
• Identify, organize, plan, and allocate resources
• Display responsibility, self esteem, integrity, and honisty
Local Competencies

Conceptual Model

Systematic Approach



FUTURE PLANS

LRI

LEARNING RESOURCES, INC.

AccuVision Workplace Success Skills System

Can You Assess **and Document** Job Readiness Skills?

Video Based Assessment

Workplace Success Skills WSS

Validation Reports Via Telecommunication

A critical skill measured by WSS is 'trainability,' or the extent to which one has 'learned how to learn.' We also provide a text-based, faculty/trainer-led program called Learning to Learn®. It was developed with the American Society for Training and Development (ASTD); it has since been endorsed by the American Association of Community Colleges and the National Alliance of Business. Please indicate if you would like information on either:

More Future Plans

Calibrate with other major departments at T-VI to deliver un-duplicated Job Skills to students.

Example: Business Occupations Department and Trades and Services Occupations are examining the possibility of combining

BA 256 Job Search Skills
VICA 177 Employment Skills

TO:

Three separate one credit hour five-week courses.

General
High Tech
Public Safety

Promote division wide team to:

Develop/Teach/Improve

Course using quality tools and process improvement.

VICA 177
Team Meeting

WHO: **VICA 177-Employment Skills Instructors**

Ernest Arko, Academic Advisor
Paul Beck, Instructor
Carol Bell, Instructor
Bunni Benalli, Counselor Assistant
Richard Birkey, Assistant to the Dean
Kayleigh Carabajal, Academic Advisor
Theresa Chavez, Student
Jim DeMarcus, Academic Advisor
Fred Downum, Instructor
Rudy Garcia, Instructor
Barry King, Instructor
Larry Mounger, Academic Advisor
Walt Niederberger, Academic Advisor
Joe Rodman, Dean
Hal Senke, Instructor
Tom Morris, Instructor
Richard Warren, Instructor
Chuck Yonker, Academic Advisor

WHAT: **Team meeting to review Summer Term classes**

WHERE: **TC-106**

WHEN: **Friday, October 13, 1995**
8:30 am

WHY: **Discuss issues, discuss future plans and share resources**
(Please bring one copy of any handouts, lessons, or overheads you have developed)

cab

xc: G. Hernandez

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